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ABSTRACT

To provide a basis for implementing the objectives of the Maine State Plan for Career Education, a study was conducted to determine Maine's teacher-perceived career education needs. The basic method used was a mailed questionnaire (appended) designed to assess public school teachers in terms of (1) their knowledge of career education; (2) their attitudes toward career education; (3) their present level of teaching skills and techniques used in career education; and (4) their perceptions of student needs relative to career education. Additional data was requested that provided descriptions of the sample in terms of grade level taught, subject area, years teaching, work experience other than education, and the number, if any, of career education workshops or conferences they had attended. The sample consisted of 500 Maine public school teachers randomly selected. Of the sample polled, 218 or 43.6% returned useable questionnaires. Although a majority of teachers had some basic knowledge about career education, it was found that very few had formal training in college courses and that the majority had not attended career education workshops or conferences. The teachers indicated that they needed assistance with teaching techniques and resources in several areas of career education. It also found that a large majority of the teachers were aware of students' needs relative to career education. Overall, it was concluded that the teachers are aware of career education, generally approve of it, but need help in fully understanding its theory and philosophy, and in its implementation. (BM)

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CAREER EDUCATION - NEEDS ASSESSMENT

- State of Maine -

Report of Findings

by

John Zaner, Ed.D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

In June, 1978, the Vocational-Technical Program, College of Education, University of Southern Maine contracted with the Office of Career Education, Maine State Department of Educational and Cultural Services to conduct a needs assessment to determine Maine's teacher-perceived Career Education needs.

A needs assessment was seen as necessary in order to ascertain the current "State of the Art" relative to Career Education and to provide a basis for implementing the objectives of the Maine State Plan for Career Education. Items were chosen from national, state and local sources which reflected Career Education conceptual data and provided the basis for this study.

The findings, which are summarized, provide a basis for the conclusions and recommendations made to the State Office of Career Education.

PROCEDURES

Methods:

The basic method used was a mailed questionnaire designed to assess public school teachers in the State of Maine in terms of:

1. Their knowledge of Career Education
2. Their attitudes toward Career Education
3. Their present level of teaching skills and techniques used in Career Education
4. Their perceptions of student needs relative to Career Education.

Additional data was requested that provided descriptions of the sample in terms of grade level taught, subject area, years teaching, work experience other than education, and the number, if any, Career Education Workshops or Conferences they had attended.

The questionnaire:

The questionnaire (see appendix) was developed by Dr. James Wright of the University of Southern Maine by selecting items from recognized Career Education materials and an opinionnaire used by the University of Wisconsin. The items chosen were then checked by Dr. Robert Drummond, Professor of Research at the University of Maine at Orono. His suggested changes and additions were made when in keeping with the intent of the contract.

The first draft of the instrument was administered to a pilot group of nineteen (19) teachers during the summer of 1978 to check the items for understanding and discriminating ability. All items causing confusion were re-worded or dropped. Items that appeared not to discriminate were dropped.

The individual questions that were used to assess each of the four (4) basic areas were as follows:

Knowledge of Career Education-numbers 1, 13, 17, 21, 22, 30, 37

Attitudes toward Career Education-numbers 5, 6, 8, 9, 24, 33, 34, 36, 38, 39

Present level of teaching skills and techniques used in Career Education-numbers 3, 4, 7, 10, 11, 12, 14, 15, 16, 18, 19, 23, 31, 35, 40

Perceptions of student needs relative to Career Education-numbers 20, 25, 26, 27, 28, 29, 32.

The final questionnaire contained forty (40) closed questions, plus requests for educational and teaching experience data, and was felt to require less than fifteen (15) minutes to complete and return.

The sample:

The sample consisted of 500 Maine public school teachers randomly selected by the State Department of Educational and Cultural Services which also provided computer generated mailing labels. Of the sample polled, 218 or 43.6% returned useable questionnaires. The responses represented 98 different towns and school administrative districts and represented the grade levels and subject areas as illustrated in Tables #1 and #2.

Table #1

Grade Levels Represented in Sample

Grades	Frequency	%	Cumulative %
Primary, K-3	38	17.4	17.4
Intermediate	30	13.8	31.2
Junior High	64	29.4	60.6
Senior High	78	35.8	96.3
Other*	8	3.7	100.0
Total	218	100.0	

*Other was in most cases grades 1-8.

Table #2

Subjects Represented in Sample

Subjects	Frequency	%	Cumulative %
*No Response	74	33.9	33.9
Math	11	5.0	39.0
Science	22	10.1	49.1
PE/Health	6	2.8	51.8
Ind. Arts	7	3.2	55.0
Home Ec.	11	5.0	60.1
Voc. Ed.	11	5.0	65.1
Art	2	.9	66.1
SS/History	26	11.9	78.0
Language	34	15.6	93.6
Foreign Language	4	1.8	95.4
Special Ed.	5	2.3	97.7
Driver Ed.	1	.5	98.2
Music	3	1.4	99.5
Total	218		

*Most primary and intermediate teachers did not respond to this item.

The range of teaching experience of the sample was from one to forty-seven years with a median of nine years experience.

Data analysis:

When received at the University, the completed questionnaires were checked for coding accuracy, keypunched, and analyzed by the Computer Center of the University of Southern Maine.

For the purposes of analysis, the work experience data was categorized under the broad job classifications found in the Dictionary of Occupational Titles of industrial production, office, service/social service, education, sales, construction, transportation, health, fine arts, home making, military, agriculture, and fishing. The grades taught were classified into primary representing K-3, intermediate representing 4-6, junior high representing 7-9, and senior high

representing 9-12 with a category of other representing other combinations, most of which were 1 through 8.

The analysis consisted of tabulating all responses in terms of the entire group and as subgroups, coding their responses 1 for Yes, 2 for No, 1 for Agree, 2 for Uncertain, and 3 for Disagree; computing the means, and grouping the questions in terms of the four (4) primary questions addressed in the assessment.

The grade level and subject area subgroups within the sample were examined for discrepancies from the total sample by comparing the subgroups means to the total group means. On the questions for which a Yes or No answer was possible, a mean on either side of 1.5 would indicate a majority of responses in that direction, and for those with 3 responses a mean on either side of 2 would indicate a majority. The groups were then examined to identify any sample subgroups the majority of whose members differed from the total group.

FINDINGS

This presentation of the findings deals first with the work experience of the sample other than their teaching and the number of Career Education Workshops attended. Work experience was felt to be valuable as background for teaching Career Education. The findings relating to questions 1-40 for the total group are then presented categorized as they relate to the four (4) primary questions of the assessment. Only those subgroups that appeared to be exceptions to the total group are reported.

Work experience:

The questions dealing with work experience other than education ask the teachers to indicate any summer employment and its total length in months, and fulltime employment and its length in years.

94 or 43.1% of those responding indicated no summer work experience outside

education with the others indicating from 1 to 120 months with a median of 5 to 6 months. The nature of their work experience is illustrated in Table #3.

Table #3

Summer Work Experience

Job Category	Frequency	%	Cumulative %
No experience	94	43.1	43.1
Industrial production	9	4.1	47.2
Office	13	6.0	53.2
Service/Social Service	46	21.1	74.3
Non-school education	4	1.8	76.1
Sales	18	8.3	84.4
Construction	22	10.1	94.5
Transportation	1	.5	95.0
Health	1	.5	95.4
Homemaker	3	1.4	96.8
Agriculture	6	2.8	99.5
Fishing	1	.5	100.0
Total	218	100.00	

138 or 63.3% of those responding indicated that they had had no prior non-education fulltime employment. Those who had, indicated from 1 to 20 years experience with a median of 3 to 4 years experience. The nature of their work experience is shown in Table #4.

Table #4

Fulltime Work Experience

Job Category	Frequency	%	Cumulative %
No response	140	64.2	64.2
Industrial production	7	3.2	67.4
Office	18	8.3	75.7
Service/social services	16	7.3	83.0
Sales	20	9.2	92.2
Construction	5	2.3	94.5
Homemaker	3	1.4	95.9
Military	5	2.3	98.2
Agriculture	2	.9	99.1
Fishing	1	.5	99.6
Total	217	99.6*	

*Less than 100% due to miscoded data.

Career Education Workshops attended:

When asked how many Career Education Workshops or Conferences they had attended, 116 or 53.2% indicated that they had never attended a Career Education Workshop or Conference and 17 or 7.8% left it blank, perhaps indicating that they also had not attended any. It appears that possibly as many as 133 or 61% have not attended Career Education Workshops. An additional 42 or 21.6% indicated attendance at one workshop and 37 or 17.9% indicated more than one.

When grade level categories were examined individually, there appeared to be little difference between them in terms of attendance. The percentages indicating that they had attended at least one were 46.8% for primary, 43.3% for intermediate, 40.6% for junior high, and senior high 37.1%.

When examined in terms of subject areas somewhat greater differences were found as illustrated in Table #5. Caution is necessary when drawing conclusions about some of the subject areas, however, because of the small number of subjects in those areas.

Table #5

Career Education Workshops Attended by Subject Areas (%)

Subject	% No Response	% Zero	% One or More	Total # of Responses
Math	9.1	63.6	27.3	11
Science	0	81.8	18.1	22
PE/Health	16.7	50.0	33.4	6
Ind. Arts	28.6	14.3	57.2	7
Home Ec.	9.1	54.5	36.4	11
Voc. Ed.	0	27.3	72.7	11
Art	0	50.0	50.0	2
SS/History	7.7	46.2	46.1	26
Language	11.8	55.9	32.3	34
Foreign Language	0	50.0	50.0	4
Special Ed.	20.0	40.0	40.0	5
Driver Ed.	0	100.0	0	1
Music	0	33.3	66.7	3
			Total	143

Knowledge of Career Education:

The teachers' knowledge of Career Education was assessed by their responses to the following nine (9) questions as well as the findings about their participation in courses or workshops dealing with Career Education.

Specific question #:

1. Have you taken a college level course in Career Education?
13. Career Education theory/philosophy
17. Knowledge of model Career Education programs
21. Career Education is a life-long process.
22. Teachers need assistance from institutions of higher education in order to effectively infuse Career Education into curricula.
30. Schools should help students become aware of employer expectations.
37. A majority of communities can provide opportunities for students to have work experience.

The question numbers and tabulated responses for the group are illustrated in the following Table.

Table #6

Responses to Questions Indicating Knowledge of Career Education

Question #	Yes		No	
	Freq.	%	Freq.	%
1	29 *	13.6	185	86.4
13	120	58.5	85 *	41.5
17	146	72.6	55 *	27.4

Question #	Agree		Uncertain		Disagree	
	Freq.	%	Freq.	%	Freq.	%
21	197 *	91.2	16	7.4	3	1.4
22	107	50.0	70	32.7	37 *	17.3
30	206 *	94.9	9	4.1	2	.9
37	153 *	70.8	45	20.8	18	8.3

*Response felt to indicate the higher degree of knowledge of Career Education.

Discussion:

Of the seven (7) items felt to be indicators of knowledge of Career

Education, four (4) numbers 1, 13, 17, and 22 suggested that the majority of the teachers do not have a high level of knowledge about Career Education. The first three (3) of these questions indicated that only 13.6% had ever taken a college level course in Career Education and that the majority of the teachers felt that they needed help in basic Career Education theory and philosophy, and model programs. These questions, along with the data indicating that perhaps as high as 61% have never attended any workshops or conferences dealing with Career Education, support a conclusion that many teachers currently have a limited knowledge of Career Education.

Questions numbered 21, 30, and 37 indicate, however, that the teachers do have some knowledge of Career Education even though they have not received specific training.

In general, it appears that the majority of the teachers responding do have some knowledge about Career Education, but that they have had little formal training and do feel the need for more help in terms of basic theory, philosophy, and model programs.

Subgroups:

When the subgroups were examined, it was found that the majority of the opinions by all grade levels were in the same direction as the total group.

When subject areas were examined, it was found, that the music teachers differed from the total group on questions numbered 13 and 17, and home economic and vocational teachers differed on question number 13. These subgroups differed in that a majority of those responding indicated that they did not need help in terms of Career Education theory and philosophy, and in the case of music theory, philosophy, and model programs. Caution is advised, however, in the case of music teachers due to the very small sample size.

A possible reason for these discrepancies is suggested by the fact that a

majority of the vocational and music teachers reported attendance at Career Education Workshops which was not found for any other subject area except industrial arts. Therefore, they may feel that they have adequate background in these areas.

Attitudes toward Career Education:

The teachers' attitudes toward Career Education was assessed by their responses to the following ten (10) questions.

Specific question #:

5. Do you believe that active participation in a Career Education staff development program would be of benefit to you?
6. Is Career Education for all students rather than select groups of students in your room?
8. Has a Career Education program been started in your school and then dropped?
9. Are there Career Education proponent/opponent factions on your faculty?
24. Teachers do not have enough time to integrate careers into what they teach.
33. The need for students to spend time away from school during the day to secure work experience results in more problems than benefits.
34. Parents should look to institutions other than the schools in matters of career development.
36. If there are career resources readily available in my building, I will use them.
38. Each subject area can make a unique contribution to a student's career development.
39. Business people have neither the time nor the inclination to make career-related presentations to school classes.

The question numbers and tabulated responses for the group are illustrated in the following Table.

Table #7

Responses to Questions Indicating Attitudes Toward Career Education

Question #	Yes		No	
	Freq.	%	Freq.	%
5	144 *	64.9	62	30.1
6	161 *	82.1	35	17.9
8	29	14.8	167 *	85.2
9	94	52.2	86 *	47.8

Question #	Agree		Uncertain		Disagree	
	Freq.	%	Freq.	%	Freq.	%
24	41	18.9	53	24.4	123 *	56.7
33	22	10.1	120	55.3	75 *	34.6
34	62	29.7	79	37.8	68 *	32.5
36	179*	83.3	32	14.9	4	1.9
38	181*	83.4	31	14.3	5	2.3
39	7	3.3	47	21.9	161 *	74.9

*Response felt to indicate the more positive attitude.

Discussion:

Of the ten (10) items felt to be indicators of the teachers' attitudes, the more positive response was selected by the majority of those responding except for questions 9, 33, and 34. In response to questions 33 and 34, however, a greater number of teachers responded positively than negatively but the greater number were undecided. It was, therefore, found that if only those who expressed an opinion are considered, only question number 9 failed to receive the majority of positive responses, and the validity of question number 9 as a measure of attitude and not just an indication of their observation is questionable.

In general, it appeared to be strongly indicated that the teachers have a positive attitude toward Career Education.

Subgroups:

When the subgroups were examined, it was found that the majority of the

teachers at all grade levels indicated positive responses on all questions except number 34. Whereas, the total group and primary and senior high indicated a small majority expressing positive responses, a small majority of intermediate and junior high teachers indicated negative responses. It is felt that because of the large number of uncertain responses and the small differences between the groups that the data is inconclusive in terms of question numbers 33 and 34.

Teaching techniques and resources:

Teachers use of teaching techniques appropriate for Career Education and their understanding of resources was assessed by their responses to the following questions:

Specific question #:

3. Do you hold class discussions on careers?
4. Do you assign class projects on careers?
7. Do you plan educational field trips for your class(es)?
10. Information on jobs/careers
11. Infusing Career Education into the curriculum
12. Knowledge of community resources and how to use them
14. Teaching work habits
15. Teaching decision-making skills
16. Teaching self-awareness
18. Teaching economic awareness
19. Developing exploratory work experiences through simulation
23. Career Education should be a "tacked on" unit.
31. Classroom instruction is a valuable vehicle for helping students gain an appreciation of the value and importance of work.
35. Teachers need a great deal of assistance in preparing local resource materials in Career Education.
40. Teachers need to learn what other teachers are doing in Career Education at their grade level or subject area.

The question numbers and tabulated responses for the group are illustrated in the following Table.

Table #8

Responses to Questions Indicating Teaching Techniques and Resources

Question #	Yes		No	
	Freq.	%	Freq.	%
3	171 *	80.3	42	19.7
4	85 *	39.9	128	60.1
7	157 *	72.4	60	27.6
10	143	69.4	63 *	30.6
11	146	70.2	62 *	29.8
12	138	66.7	69 *	33.3
14	121	58.4	86 *	41.6
15	129	61.7	80 *	38.3
16	109	52.9	97 *	47.1
18	125	61.6	78 *	38.4
19	132	66.7	66 *	33.3

Question #	Agree		Uncertain		Disagree	
	Freq.	%	Freq.	%	Freq.	%
23	10	4.7	56	26.2	148 *	69.2
31	186 *	86.1	24	11.1	6	2.8
35	130	61.0	54	25.4	29 *	13.6
40	194 *	90.2	14	6.5	7	3.3

*Response felt to indicate more use of Career Education teaching techniques and knowledge of resources.

Discussion:

When the groups responses were examined, it was found that the majority of the teachers indicated that they held class discussions on careers and planned field trips, but that they also feel that they need help teaching the specific areas of job and career information, work habits, decision-making skills, self-awareness, and economic awareness. They also indicated that they needed help infusing Carreer Education into the curriculum, identifying community resources, and knowing how to use them, and developing exploratory work experiences through

simulation. Question number 35 also indicated their feeling that they need assistance implementing Career Education.

Responses to questions 23 and 31 suggested that they recognize the relationship of classroom instruction to affective goals of Career Education and the relationship of Career Education to the overall curriculum.

It appears that the majority of the teachers are currently using some techniques and resources appropriate to Career Education, but that they feel that they need specific assistance for full implementation.

Subgroups:

When the subgroups were examined, several subject areas differed from the total group in terms of the majority of their responses on several of the specific questions. Most of the variations delt with the areas in which they indicated that they needed help in implementation. Whereas, the majority of the total group indicated that they needed help with all the areas identified in questions 10-19, several of the subgroups were selective in the areas in which a majority or equal number indicated that they needed help. Table #9 identifies those selections according to the specific question number.

Table #9

Areas in Which Teachers Need Help by Subject Areas

Subject	Question #									
	10	11	12	13	14	15	16	17	18	19
Math	X	X	X	X		X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X	X
PE/Health	-	X	X	X	X	X		X	X	X
Ind. Arts	X	X	X	X			X	X		
Home Ec.	X	X	X	-	X	X	X	X	X	X
Voc. Ed.	X	X	X	X	X	X	X	X	X	X
Art	X	X	X	X				X	X	X
SS/History	X	X		X	X	X		X	X	X
Language	X	X	X	X	X	X	X	X	X	X
Foreign Language	X	X	X	X	X	X	X	X	X	X
Special Ed.	X	X	X	X	X	X	X	X	X	X
Driver Ed.	X	X	X	X	X	X	X	X	X	X
Music	-	-	-	-				-		X

Other ways in which the subgroups differed from the total group were:

A majority of the math and physical education teachers indicated that they did not plan educational field trips for their classes.

A majority of the music teachers indicated that they did not hold class discussions on careers.

A majority of the industrial arts teachers indicated that they did not need a great deal of help in preparing local resource materials.

A majority of vocational, special education, and driver education teachers did assign class projects on careers.

Perceptions of student needs relative to Career Education:

The teachers' perceptions of student needs relative to Career Education were assessed by their responses to the following seven (7) questions:

Specific question #:

20. Teachers need help from the community to learn about the variety of occupations available to young people.
25. Students need to learn how to get, hold and advance in a job. They should learn this in school.
26. Schools should teach young people how to qualify for entrance and how to succeed in post-secondary training.
27. Schools should help students become aware of employment trends.
28. Individuals who are outstanding in academic achievement will be successful in their chosen careers.
29. During their years in school, all students need to acquire the skills necessary to find employment.
32. Career Education can be a strong motivational approach to learning.

The question numbers and tabulated responses for the group are illustrated in the following Table.

Table #10

Responses to Questions Indicating Teachers Perceptions of Students Needs

Question #	Agree		Uncertain		Disagree	
	Freq.	%	Freq.	%	Freq.	%
20	184	* 85.6	9	4.2	22	10.2
25	169	* 77.9	36	16.6	12	5.5
26	197	* 90.4	15	6.9	6	2.8
27	208	* 95.4	8	3.7	2	.9
28	16	7.5	69	32.2	129	* 60.3
29	146	* 69.2	33	15.6	32	15.2
32	166	* 76.9	48	22.2	2	.9

*Response felt to indicate understanding of students needs relative to Career Education.

Discussion:

When the groups responses were examined, it was found that a large majority of the teachers appeared to understand students needs as they relate to Career Education. Questions 25, 26, 27, and 29 also appear to indicate that the majority of the teachers feel that schools are an appropriate place for Career Education to take place. These items supplied additional evidence that the majority of the teachers have a positive attitude toward Career Education.

Subgroups:

When the subgroups were examined, it was found that in all cases except one the majority of the teachers expressing an opinion agreed with the total group. The only group to differ was the foreign language teachers, the majority of who indicated that they did not feel that all students needed to acquire the skills necessary to find employment. These teachers did, however, agree with the majority of the total group on the other questions and appear to have a positive attitude toward Career Education.

CONCLUSIONS

Introduction:

The conclusions drawn from the teachers responses to the individual questions on the mailed questionnaire are presented in terms of the four (4) general areas of assessment of 1) the teachers knowledge of Career Education, 2) their attitude toward Career Education, 3) their present level of teaching skills and techniques relative to Career Education, and 4) their perceptions of student needs relative to Career Education. Finally, a general statement of and recommendations for addressing those needs is made.

Knowledge of Career Education:

The examination of the data indicating the degree of knowledge of Career Education indicated that although a majority of teachers have some basic knowledge about Career Education, they have had very little (86.4% had no courses) formal training in college courses, and a majority (possible 61%) have not attended Career Education Workshops or Conferences. A majority of the teachers indicated that they needed help with Career Education theory and philosophy (58.5%), and model programs (72.6%) as well as with teaching specific areas discussed under teaching techniques and resources in this report.

When teachers responses representing the various subject areas were examined, it was found that the majority of home economics and vocational teachers felt that they did not need help with Career Education theory and philosophy. There were also discrepancies for the music teachers, but because of the small sample size (3), the data was felt to be inconclusive.

Attitudes toward Career Education:

The examination of the data indicating the teachers attitudes toward Career Education strongly indicates a generally positive attitude. On all questions except one, the majority of the teachers made the more favorable response, and

the validity of the one for which they did not is questionable.

When the various subgroups were examined, differences were found in relation to specific questions, but it was concluded that the majority of the teachers in all groups had a generally favorable opinion of Career Education.

Teaching techniques and resources:

When the data relative to teaching techniques and resources was examined, it was concluded that even though a majority of the teachers use a few techniques appropriate to Career Education, they feel strongly that they need assistance in the areas of job and career information, work habits, decision-making skills, self-awareness, economic awareness, infusing Career Education into the curriculum, identifying community resources and using them, and developing exploratory work experiences through simulation.

When the subgroups were examined, it was found that several subject areas were selective in the areas in which they needed help. These areas are identified in Table #9.

Perceptions of student needs relative to Career Education:

When the data indicating the teachers perceptions of student needs relative to Career Education was examined, it was found that a large majority of the teachers are aware of students needs relative to Career Education. It was also clear that the majority of the teachers feel that schools are an appropriate place for Career Education to take place.

When the subgroups were examined, the foreign language teachers differed from the total group in that the majority felt that students did not need to acquire skills necessary to find employment during their school years. This opinion is inconclusive, however, due to the small number of foreign language teachers responding (4).

Summary of conclusions:

For the data obtained from this study, it is concluded that the teachers in Maine are aware of Career Education, generally approve of it, but need help in fully understanding its theory and philosophy, and in its implementation.

Recommendations:

Based on the findings of this study, it is recommended that:

1. The State Department of Educational and Cultural Services initiate in-service staff development activities in Career Education. This recommendation is based on the finding that teachers generally approve of Career Education, but that perhaps as many as 61% have never had specific training in its implementation and feel that they need assistance.
   It is also recommended that any in-service activities be directed to the needs of specific schools, grade levels, and subject areas as it was found that the attitudes, prior training, and needs differ between those groups.
2. Because of the differences found between schools, grades, and subjects, it is further recommended that any Career Education staff development activities be preceded by a needs assessment of the specific school or area in question to determine:
   a. Any prior training or experience in Career Education so that duplication can be avoided and more efficient and relative use made of the sessions.
   b. Characteristics of the specific grade levels and subject areas represented so that the material presented will be relevant to their specific situations.
   c. The degree of acceptance of various Career Education objectives by the faculty so that differing attitudes can be anticipated and alienation avoided.

APPENDIX

Questionnaire

STATE OF MAINE
DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
OFFICE OF CAREER EDUCATION

PLEASE COMPLETE AND RETURN IN ATTACHED ENVELOPE BY SEPTEMBER 15, 1978. Do it now and send it right back.

PURPOSE: The questions contained in this survey are based upon (1) the need to know what the current level of emphasis on career education is in Maine; and, (2) the desire to predict what steps are necessary to help teachers infuse the concepts of career education in all Maine school curricula.

DIRECTIONS FOR PART I: Please provide the information which applies to you or your school system. Data is to be reported as grouped data; all individual responses will be kept in strict confidence.

NAME _____ SCHOOL DISTRICT _____

GRADE LEVEL TAUGHT _____ SUBJECT/SPECIALTY _____

TOTAL YEARS EMPLOYED IN EDUCATION _____

TOTAL MONTHS OF SUMMER/VACATION WORK (NON-EDUCATION RELATED) _____

JOB TITLE _____

TOTAL YEARS FULL-TIME WORK (NON-EDUCATION RELATED) _____

JOB TITLE _____

HOW MANY CAREER EDUCATION WORKSHOPS/CONFERENCES HAVE YOU ATTENDED? _____

THE FOLLOWING ITEMS REQUIRE ONLY A YES OR NO ANSWER. PLEASE ENCIRCLE Y FOR YES: N FOR NO: OR OMIT IF IT DOES NOT APPLY.

Y N 1. Have you taken a college level course in career education ?
Y N 2. Does your school have a written career education policy?
Y N 3. Do you hold class discussions on careers?
Y N 4. Do you assign class projects on careers?
Y N 5. Do you believe that active participation in a career education staff development program would be of benefit to you?
Y N 6. Is career education for all students rather than select groups of students in your room?
Y N 7. Do you plan educational field trips for your class(es)?
Y N 8. Has a career education program been started in your school and then dropped?
Y N 9. Are there career education proponent/opponent factions on your faculty?

IN WHICH AREAS DO YOU NEED HELP IN IMPLEMENTING CAREER EDUCATION IN YOUR SCHOOL? (CONTINUE TO MARK Y-YES OR N-NO)

Y N 10. Information on jobs/careers
Y N 11. Infusing career education into the curriculum
Y N 12. Knowledge of community resources and how to use them
Y N 13. Career education theory/philosophy
Y N 14. Teaching work habits
Y N 15. Teaching decision-making skills
Y N 16. Teaching self-awareness
Y N 17. Knowledge of model career education programs
Y N 18. Teaching economic awareness
Y N 19. Developing exploratory work experiences through simulation

PLEASE FINISH THE ITEMS
ON THE REVERSE SIDE

THE FOLLOWING ITEMS ASK FOR YOU TO ENCIRCLE A FOR AGREE: U FOR UNCERTAIN: OR D FOR DISAGREE:

A	U	D	20.	Teachers need help from the community to learn about the variety of occupations available to young people.
A	U	D	21.	Career education is a life-long process.
A	U	D	22.	Teachers need assistance from institutions of higher education in order to effectively infuse career education into curricula.
A	U	D	23.	Career education should be a "tacked on" unit.
A	U	D	24.	Teachers do not have enough time to integrate careers into what they teach.
A	U	D	25.	Students need to learn how to get, hold and advance in a job. They should learn this in school.
A	U	D	26.	Schools should teach young people how to qualify for entrance and how to succeed in post-secondary training.
A	U	D	27.	Schools should help students become aware of employment trends.
A	U	D	28.	Individuals who are outstanding in academic achievement will be successful in their chosen careers.
A	U	D	29.	During their years in school, all students need to acquire the skills necessary to fine employment.
A	U	D	30.	Schools should help students become aware of employer expectations.
A	U	D	31.	Classroom instruction is a valuable vehicle for helping students gain an appreciation of the value and importance of work.
A	U	D	32.	Career education can be a strong motivational approach to learning.
A	U	D	33.	The need for students to spend time away from school during the day to secure work experience results in more problems than benefits.
A	U	D	34.	Parents should look to institutions other than the schools in matters of career development.
A	U	D	35.	Teachers need a great deal of assistance in preparing local resource materials in career education.
A	U	D	36.	If there are career resources readily available in my building, I will use them.
A	U	D	37.	A majority of communities can provide opportunities for students to have work experience.
A	U	D	38.	Each subject area can make a unique contribution to a student's career development.
A	U	D	39.	Business people have neither the time nor the inclination to make career-related presentations to school classes.
A	U	D	40.	Teachers need to learn what other teachers are doing in career education at their grade level or subject area.

COMMENTS: _____

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THANK YOU VERY MUCH